

Department of Early Childhood, Elementary, and Middle Level Education

MLE 3110: Curriculum and Instruction in the Middle Level School

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Unit Theme: Educator as Creator of Effective Educational Environments:
Integrating Students, Subjects, Strategies, and Societies.

Course Catalog Description: Definition and rationale for middle-level education, historical development, curriculum and organizational patterns, teacher's role in middle-level education, and planning for instruction.

Prerequisites: ELE 2000; and ELE 2320. University Teacher Education requirements apply and department requirements for enrollment must be met, including an expectation of second semester Junior standing.

Purpose of the Course: This course is design to provide learning experiences and assist future middle/junior high teachers understand early adolescents and the unique school environment that should exist to respond to their needs. The course is designed to develop within the pre-service teacher an awareness of physical, emotional, social, and intellectual growth taking place during these years.

Course Texts:

Charles, C. (2008). *Building classroom discipline* (Nineth Ed.) Boston, MA: Pearson Education Inc.

Manning, L. & Busher, K. T. (2008). *Teaching in the middle school* (Fourth Ed.) Upper Saddle River, N.J. : Merrill.

Supplemental Materials:

Live Text Account

Professional Portfolio Packet

ITC Proficiency Packet

Learning Model: Information-processing Model (Joyce, Weil & Showers, 1992)

This model enhances student attempts to comprehend acquiring and organizing data, sensing problems/generating solutions, and developing concepts (i.e., including the language needed to convey them). This model focuses on input, processing and output. As the content is taught, the teacher directs attention to the methods and materials used to present

the data, (e.g., advance organizers) and has students focus on what is occurring as it is assimilated (e.g., inductive thinking and questioning). This model provides the student with information while emphasizing concept attainment and hypothesis testing.

Dispositions:

Teaching candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Course requirements and demonstrated competencies are aligned with the following standards:

Illinois Professional Teaching Standards (IPTS)

<http://www.isbe.net/profprep/PDFs/ipts.pdf>

Illinois Core Language Arts Standards (ICLAS)

http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf

Illinois Core Technology Standards (ICTS)

http://www.isbe.net/profprep/CASCDvr/pdfs/24110_coretechnology_pdf

Association for Childhood Education International

<http://www.acei.org/Symposium.htm>

Course outcomes specific to MLE 3110:

The students will be able to:

- Provide for the uniqueness of individuals, and foster an appreciation for those differences.
- Strive to model and develop in students' intellectual, social, ethical, moral, and behavior skills.
- Perform successfully within the social and political contexts of schools and community.
- Design instruction and evaluation to promote a healthy self-concept in students
- Model appropriate professional behavior
- Demonstrate alternative methods of achieving similar learning outcomes.
- Emphasize higher-order, critical thinking, and creativity
- Define the middle/junior high school learner and the unique school that should exist to respond to their needs.
- Discuss the physical, social, emotional, and intellectual growth taking place during the middle/junior high school years.
- Develop topics for academic growth that will help lessen these problems and make provisions for each student.
- Identify the components of the middle school model
- Create appropriate lesson plans for middle level students.

Course Requirements	Demonstrated Competencies	Aligned Standards
Planning	Performance includes written utilization of the department lesson plan and its various formats for each lesson taught, careful formulation of objectives, research, enrichment, manipulatives, assessment, assessment of children's prior knowledge, implementation of cooperative learning, and appropriate assessments and follow-up.	IPTS 1,2,3,4,6 ACEI 2.8, 3.1, 3.2, 3.3, 3.4, 4 ICTS 3A, 3F
Classroom Management	Performance includes engaged direction of individual, group, and full class learning activities, keeping the class fully informed of daily agendas, learning standards and lesson agendas, inviting and utilizing student input managing smooth transitions, rewards and consequences.	IPTS 2,5,7 ACEI 1, 3.2
Technology	Performance includes knowledge, use and application of technology tools in teaching, research, planning, communication and presentation. Focus is on increasing student technology skills enabling students to appropriately utilize technology in the classroom including graphic organizer programs.	IPTS 12 ACEI 5.3, 5.4 ICTS 1,2,3,5,7,8
Participation	Participation includes presence and contributions during class meetings, support of peers.	IPTS 2, ,7,10, 11 ACEI 5.1 ICLAS 4.5

Core Assignments	Brief Description	Approximate Weight
Participation	Contributions to discussions and activities, both in class and electronic, responsibility to group-work, responsibility to all aspects class..	15%
Lesson Plan	Prepare a lesson plan demonstrating the essential components necessary to be an effective middle school teacher. The lesson plan will be designed according to the format established by the EC/ELE/MLE department.	10%
Middle School Components Presentation	Research within your group, one component of the middle school (Interdisciplinary units, teaming, exploratory, advisory, scheduling, grouping, academic enrichment). Prepare a 30-40 minute lesson on that component.	10%
Discipline Group Presentation	Research within your group the assigned discipline plan. Prepare a 10 minute presentation.	10%
Discipline Plan	Prepare and describe the discipline plan you will use in your classroom. Provide components from at least (2) models you will include in your discipline plan.	10%
Two-Week Core Unit	A submission of a two week unit will be required. Course Objectives and daily lesson plans must accompany the unit. A minimum of 5 citations/ references should be used but only 2 internet sources will be accepted. A rubric and a narrative will be provided for this major project.	30%
Final Assessment	The assessment will consist of multiple measures. Questions will be derived from lecture, assigned readings and classroom discussions.	15%

Grading Scale:

- A (93%-100%)
- B (85%-92%)
- C (77%-84%)
- D (69%-76%)
- F (68%and below)

***Mandatory Completion**

- Live Text Submission
- Instructional Technology Center (ITC) Proficiency

****If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.***

Course Outline:

Introduction of Syllabus

The Art of Teaching vs. The Science of Teaching

- History of Public Schools
- History of Middle Schools
- Models of Teaching

Middle School Curriculum

- Lesson Plans
- Integrated Curriculum
- Age Appropriate Planning

The Middle School

- Teaming
- Exploratory
- Advisory
- Integrated Curriculum

Classroom Management

- Theory vs. Practice
- Lesson Plan Transitions
- School Law

Classroom Management

- Specific Plans/Student Presentations

Technology/ITC Visit

LiveText Demonstration/Review of Professional Portfolio

Professional Conduct & Dispositions

Practicum

Practicum

Practicum

Practicum

Differentiated Instruction/Alternative Assessment

- Bloom's Taxonomy & Methods of Questioning
- Multiple Intelligences
- Integrated Curriculum

Diversity

- Culture
- Language Diversity ESL/ELL
- Socio-Economic Status
- Region

MLE 3110 Review

Final

References

References for MLE Classes

- Andrews, P. & Anfara, V., Jr. (Eds.). (2003). *Leaders for a movement: Professional preparation and development of middle level teachers and administrators*. Greenwich, CT: Information Age Publishing.
- Anfara, V., Jr., & Stacki, S. (Eds.). (2002) *Middle school curriculum, instruction, and assessment*. Greenwich, CT: Information Age Publishing.
- Call, K., Riedel, A., Hein, K., McLoyd, V., Peterson, A., & Kipke, M. (2002). Adolescent health and well-being in the twenty-first century: A global perspective. *Journal of Research on Adolescence*. 12(1), 69-98.
- Carnegie Council on Adolescent Development. (1995). *Great transitions: Preparing adolescents for a new century. Concluding report*. New York: Carnegie Corporation.
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- Cooney, S., & Bottoms, G. (2003). *What works to improve student achievement in the middle grades*. Atlanta: Southern Regional Education Board.
- Erb, T. (2001). Transforming organizational structures for young adolescents and adult learning. In T. S. Dickinson (Ed.), *Reinventing the middle school* (pp. 176-200). New York: Routledge Falmer.
- Flowers, N., Mertens, S., Mulhall, P., & Krawczyk, T. (2007). *Applying current middle grades research to improve classrooms and schools*. Westerville, OH: National Middle School Association
- Flowers, N., Mertens, S., & Mulhall, P. (1999). The impact of teaming: Five research-based outcomes of teaming. *Middle School Journal*, 31(2), 57-60.
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- Flowers, N., Mertens, S., and Mulhall, P. (2000b). How teaming influences classroom practices. *Middle School Journal*, 32(2), 52-59.
- Fogarty, R. (2002). *How to integrate the curriculum*. Corwin Press: Sage Publications.

Fogarty, R. & Stoehr, J. (2007, 2nd Ed.). *Integrating curricula with multiple intelligences: Teams, themes, and threads*. Corwin Press: Sage Publications.

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Guskey, T. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin.

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Kellough, R. & Kellough, N. (2003). *Teaching young adolescents: A guide to methods and resources* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Kohn, A. (2000). *The case against standardized testing: Raising the scores, ruining the schools*. Portsmouth, NH: Heineman.

Langer, G. & Colton, A (2005). Looking at student work. *Educational Leadership*, 62(5), 22-26.

McEwin, C., Dickinson, T., & Smith, T. (2003). Why specialized preparation is critical. *Kappa Delta Pi Record*, 39(2), 58-61.

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